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A CRITICAL ANALYSIS OF CURRICULUM OF MATHEMATICS METHOD OF TEACHING AT B.ED LEVEL

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ABSTRACT

Teacher occupies a central place and plays a key role in any scheme of work connected with education. The problems influencing education where not created overnight and they cannot be solve quickly. The education and government is very complex. Quality provides educational professionals with the structure and techniques necessary to improve every educational process. In this way the quality teacher education programs have to be successfully implemented. The main purpose of this paper is to suggest improvements in existing curricular and co- curricular activities in mathematics method of teaching at teacher education. The design of the study consisted of qualitative analysis of the data. The sample of the study consisted excellent resources experts teaching in mathematics method lecturers in B. Ed colleges. The data was collected through communication the conversation with the experts. For data analysis the experts have expressed with an effective responses. Finding suggests that lecturers to use familiar curricular and co-curricular activities in teaching mathematics.

KEYWORDS: curricular, co-curricular, teacher education.

INTRODUCTION:
It is universally acknowledged that the education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with these problems may be economic, social, cultural, political, moral, technological and educational. Science the teacher's play a major role in education of children, in their own education becomes a matter of vital concern.

A curriculum is more for teacher than it is for pupils. If it cannot change, move, perturb, and inform teachers, it will have no effect on those whom they teach. It must be first and foremost curriculum for teachers. If it has any effect on pupils, it will have it by virtue of having had an effective on Teachers.

The teaching of mathematics has witnessed to flurries of Curriculum material development aimed at formulating change in curriculum. In order to teacher differently, teachers need opportunities to learn to teach mathematics teaching in new ways and to consider new ideas about curricular and co-curricular. seeking greater understanding of the relationship between use of standards based curriculum materials of curricular and co-curricular activities in teaching mathematics, we examined the same curriculum was used by various B.Ed lecturers.

OBJECTIVES OF THE STUDY:
- To suggest improvements in existing curricular activities in mathematics method of teaching at teacher education.
- To implement effective improvements in existing co-curricular activities in mathematics method of teaching at teacher education.

KEYWOARDS:
- **Curricular:-** The term curricular refer to the academic content taught in B.Ed College.
- **Co-curricular:-** The term co-curricular recognize that much valuable learning happens in place other than the B.ed classroom. In addition to respected academic curriculum, we offer a great number of very engaging and challenging opportunities for trainee teachers to develop their talent and special skills.
- **Teacher education:-** The NCTE has defined teacher education as- A programme of Education Research and training of persons to teach mathematics at B.Ed level.

METHODOLOGY:
Design of the study:
The design of the study consisted the qualitative research for B.Ed teachers in teaching of Mathematics.

Sample:
The sample of the study was consisted about B.Ed college lecturers teaching mathematics method in Dharawad.

Data collection:
After laying out the ground for the research the researcher personally visited to B.Ed College to collect the data. The research consulted the lecturers, communicated and had discussion on the topic.

Data analysis:
After visiting the bed College of Dharawad, the researcher collected with the help of the opinion expressed by the lectures necessary data to come to a good conclusion with crystal clear ideas.

FINDINGS:
The following findings of the study have been derived on the basis of perceptions by interacting and communicating with various B.Ed college Mathematics lectures about curricular and co-curricular activities in mathematics method.

1. In many colleges lecturers are frequently using lecture method in teaching mathematics.
2. After doing the survey the researcher got the information about practice teaching. In most of the B.Ed colleges we observe that they are not organizing practice teaching demonstration.
3. The performance of the student teacher in mathematics theory courses were evaluated by conducting external and internal examination. After revaluation the lectures are not providing suitable remedial measures for students.
4. In method of teaching mathematics in curriculum we come across with methods/ approaches of Secondary Education content in not included in the method of mathematics.
5. Lack of well qualified faculty in teaching of mathematics.
6. The co-curricular activities like debate, dram, maths quiz, mathematics club, Maths library, mathematics library, workshop, maths fairs, math exhibition, where not organised in the B.Ed college.

MPLICATION:
The following implications for action have been drawn on the basis of the findings.

1. The lecturers of B.Ed colleges in their teaching process should inculcate frequent teaching methods according to their content like Discovery method, project method, problem solving method, quiz method, should be used in teaching learning process.
2. In teaching mathematics method lecture should implement power-point presentations, and new technologies like computer, projector, and smart class in the classrooms. It helps the student teachers to deliver an effective lessons in their future program.
3. Practice teaching should be evaluated by observing and supervising by lecturers in real classroom when student teachers are delivering the lesson.
4. After evaluating or observing student teacher performance the lecturers

should provide appropriate remedial measures to enhance students ability in mathematics.

5. In teaching learning of mathematics methods we learn only approaches and methods in mathematics. In curriculum of mathematics even Secondary Education content should be included.

6. Well qualified faculty members should be appointed by the institution.

7. By conducting co-curricular activities we can prepare students practically for future and educate students about academic theories.

8. The activities should be organised within the college time.

9. Mathematics lecturers should organised debate, drama, maths quiz, mathematics exhibition in the college.

10. College should have the facility of mathematics laboratory.

11. Library facilities should be available. The library should have available books related to mathematics like journals, magazines, newspaper, articles, encyclopedias, new edition book etc.

12. If curriculum is revised according to the new inventions the colleges should organize workshops, orientations related to mathematics.

13. In teaching learning process lecture should employee appropriate aids like computer, PowerPoint, projectors, smart class, by organizing all the above aids it makes students teachers to inculcate an effective education to build a Nation.

CONCLUSION:

By organizing curricular and co-curricular activities in teaching mathematics method it enhance the inner confidence of trainees. Trainees can learn new things. It enhances good platform to secure the future both professionally and socially. It develops the qualities and abilities to become good planner, leader, innovator, director, organizer, recorder, evaluator, coordinator, motivator and communicator.

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